DEVELOPING WRITING SKILL OF THE EIGHT GRADE STUDENTS THROUGH LISTING TECHNIQUE

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Abstract

This research was conducted based on the problems in preliminary research, those problems faced by students in learning English especially of writing skill. The objective of this research was to find out whether or not the use of Listing Technique can develop students' writing skill. The design was applied of this research was quasi-experimental was. The population of this research was the eighth grade students of SMP Negeri 3 Palu and the sample consisted of fifteen classes: VIIIA until VIIIN. The sample was selected by using purposive sampling technique in collecting data; the writer used one instrument, namely test. The data was analyzed by using a statistical analysis in order to know the significant difference of the students' achievement both in pre-test and post-test. Having analyzed the data, it showed that there were different scores obtained in the pre-test and post-test. The scores of data was t-counted (8.12) was greater than the t-table (1.99) by applying 0.05 level of significance and the degree of freedom (df) was 84. In conclusion, the use of listing technique was effective to the students' during writing skill of the eighth grade students at SMP Negeri 3 Palu.

Keywords: Listing Technique; Writing skills; Descriptive Paragraph.

INTRODUCTION

English is the first foreign language in Indonesia, which is taught from elementary level to university level. English is also widely used in international communication, in written as well as in spoken communication. There are four skills that have to be developed, namely listening, reading speaking and writing. These skills are divided into two groups which are receptive and productive. The most important for most students is writing.

Learners can master the other three language skills if they master writing skill. Finocchiaro and Brumfit (1983:149) state "Writing should reinforce and help extend the listening, speaking and reading abilities". Based on the statement, we can conclude that

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through teaching writing, the other skills will be activated. As one of the productive skills in language, writing also carries the same importance in social interaction as other skills do. Writing is the land of expression. Through writing students can express their ideas, their feelings, their hopes, and etc. Writing for some writer has some purpose. By knowing the purpose, the students will be easy to decide the technique to achieve a good writing. there are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or convince(Kate Grenvile, 2001)

According to Patel and Praven M.Jail, writing is a skill which must be taught and practiced. It is a process which is made up of many different components namely, vocabulary, grammar and mechanics. That is why the English teacher should solve these problems. In other to accomplish students' need toward writing, in writing activity there are many types of paragraph that have to be learnt by the students such as descriptive, narrative, recount, and procedure, expository and so on. (K-13) provides as the text have to be taught in the eight level of junior high school is descriptive text. Ministry of Education Decree No:68-69/2013, stated that "perubahan pola pembelajaran satu arah (interaksi guru-peserta didik) menjadi pembelajaran interaktif (interaktif guru peserta didik masyarakat-lingkungan alam, sumber/media lainya)". The statement indicates that there must be a change in relation teaching-learning interaction.

Listing is one of the techniques in writing. Borody in his journal " a procedural approach to process theory of writing: pre-writing techniques" state that there are about 30 techniques in prewriting, such as, journal writing, brainstorming, freewriting, quick, writing, listing, looping, clustering, mind mapping, outlining, cubing and etc. Listing technique is very helpful for students in writing activity, the purpose can help them to generate the ideas as possible in a short time, and the goal is to find a specific focus for the topic was given. Listing technique is very useful for students because there are many advantages that they can get from this technique. It can makes students get easy in getting stated, generate and develop the ideas quickly, and so many others. Listing can avoid the students' stress in writing.

Considering with the roles of teaching writing and the matches of using listing technique to develop writing skill, the writer formulates the research question as follows: *Can the use of Listing Technique develop the writing skill of the eight grade students at SMPN 3 Palu?*

METHODOLOGY

The design of this research was quasi experimental design. The kind of quasi experimental design of this research is nonequivalent control group design. In this design, the writer used two classes as the sample; control group and experimental group. Bot groups took a pre-test and post-test. Only the experimental group received the treatment by using listing technique. While control without using listing technique. However, the materials given and purpose of the research to each group were the same. According to Cresswell the type of this research can be designed as follows:

E	$test_1$	X	$test_2$
C	$test_1$		$test_2$

Where:

E = experimental Group
C = control Group
t1 = treatment
X = receive the treatment using listing technique
t2 = post-test

Sugiyono (2010) defines that a population as the area of generalization consisting of object or subject which has particular quality and characteristic that decided by the researcher to be studied, then to be drawn the conclusion from it. For this research, the population was the eighth grade students of SMPN 3 Palu which has fourteen parallel classes. They are VIIIA to VIIIN. The total number is 458 students.

Sample is small number of population that is selected by the writer. Best (1981) also suggests that sample is a small proportion selected for observation and analysis. There are two classes that are chosen as the sample of the study. The writer used purposive sampling technique to take sample of the research.

Sugiyono (2009) states that purposive sampling technique has several certain considerations the students are taught by the same teacher with the same material. \they also are taught English twice a week in all classes by having the same ability in English. As follows:

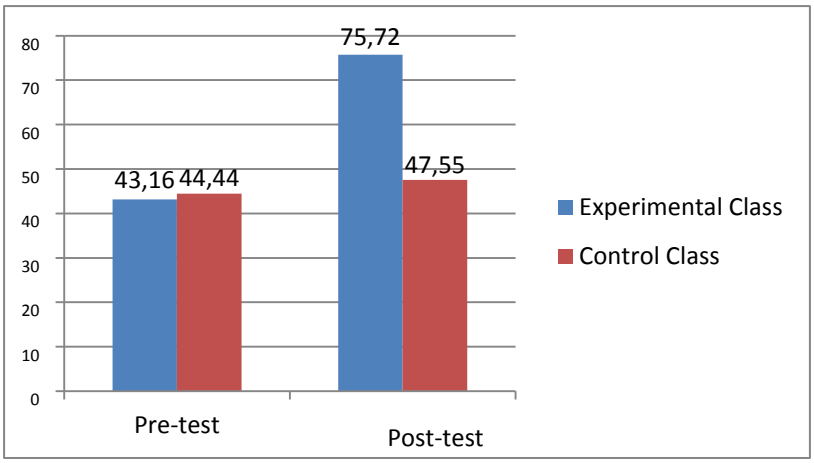

Chart 1 the Development of Students' Writing Skill

In this research, the writer used two variables. They were dependent and independent variables. The dependent variable was the ability of the eight grade students at SMP Negeri 3 Palu while, independent variable was the use of Listing technique.

In collecting data, the writer used a test as the instrument of her research, which was given twice. The pre-test was given at first students' ability in composing descriptive paragraph before getting the treatment. In the other occasion, writer provided post test to measure students ability after the treatment was applied.

Table 2
Scoring Rubric

No.	Writing Elements	Score	Explanation
1.	Vocabulary	3	Almost no inadequacies in vocabulary for the task. Only rare in appropriates and/ or circumlocution.
		2	Some inadequacies in vocabulary for the task. Perhaps some lexical in appropriates and/ or circumlocution.
		1	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical in appropriates
		0	Vocabulary inadequate even for the most basic parts of the intended communication.
2.	Grammar	3	Almost no grammatical inaccuracies.
		2	Some grammatical inaccuracies.
		1	Frequents grammatical inaccuracies.
		0	Almost all grammatical patterns inaccurate.
3.	Mechanics	3	Almost no inaccuracies in punctuation and spelling.
		2	Some inaccuracies in punctuation and spelling.
		1	Low standard of accuracy in punctuation and spelling.
		0	Ignorance of conventions of punctuation and almost all spelling inaccurate.

Adapted from Assessing Writing by Weigle (2009)

In order to know the ability of the students in writing, the writer firstly computed the individual score by using the formula of Purwanto (2008) as follows:

$$NP = \frac{R}{SM} \times 100$$

Where:

NP = student's score
R = score obtained
SM = maximum score
100 = constant number

Then the writer computed the students' mean score by using the formula recommended by Hatch & Farhady (1982:55) as follows:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$ = mean score
$\sum X$ = total of individual score
N = total number of students

After getting the mean score of both experimental and control group, the writer calculated the standard deviation (s), by taking the square root of the sum individual deviation squared $(\sum X)$,which was devided by N-1. Therefore, before calculating the standard deviation, the writer subtracted the mean each score to get individual score (x) by using formula proposed by Hatch and Farhady (1982:59):

$$x = X\text{-}\overline{X}$$

Where

x = individual deviation
X = students' score
$\bar{X}$ = mean score

Moreover, the formula of standard deviation that is purposed by Hatch and Farhady (1982:59) can be written as follow:

$$s = \sqrt{\frac{\sum x^2}{N-1}}$$

The mean score of the deviation. The writer used a formula recommended by Hatch and Farhady (1982:59) as follows:

1. The formula used for experimental group:

$$\sum_x 2 = \sum_x 2 - \frac{(\sum x)^2}{N}$$

2. The formula used for control group:

$$\sum_y 2 = \sum_y 2 - \frac{(\sum y)^2}{N}$$

Lastly, writer analyzed the data to know the significant difference or testing hypothesis by using t-counted formula as proposed by Arikunto (2006:311) as follows:

$$t = \frac{M_{x-M_y}}{\sqrt{\left(\frac{\sum_x 2+\sum_y 2}{N_x+N_y-2}\right)\left(\frac{1}{N_x}+\frac{1}{N_y}\right)}}$$

Where:

t = significance difference between experimental and control groups
M_x = mean score of deviation of experimental group
M_y = mean score of deviation of control group
$\sum_x 2$ = sum of square deviation of experimental group
$\sum_y 2$ = sum of square deviation of control group
N_x = number of students in experimental group
Ny = number of students in control group

FINDINGS

This part presents the implementation of Listing Technique in teaching and learning process of writing skill. This technique was applied to improve the students' skill of SMP Negeri 3 Palu in writing descriptive paragraph. Before implementing the technique, the writer prepared everything that was needed in applying the technique. The writer conducted pre-test for experimental class (VIIIH) on October 29th,2014 and for control class (VIIIA) also on November 22th, 2014, but it was conducted in different time

because both classes had English subject on Monday. The result of pre-test and post-test of both classes are shown below:

Table.2
Deviation of pre-test and post-test in Experimental Class

No	Initials	Students' Score		Individual Deviation		Squared Deviation(x^2)	
		Pre(Y1)	Post(Y2)	Pre	Post	Pre	Post
1	AP	33	89*	-11,4	13,28	130,87	176,36
2	AA	44	89*	-0,4	13,28	0,19	176,36
3	AM	56	89*	11,6	13,28	133,63	176,36
4	AR	44	56	-0,4	-19,72	0,19	388,88
5	ARD	78*	89*	33,6	13,28	1.126,27	176,36
6	ANC	44	89*	-0,4	13,28	0,19	176,36
7	AL	44	78*	-0,4	2,28	0,19	5,2
8	DRR	56	89*	11,6	13,28	133,63	176,36
9	ECL	44	78*	-0,4	2,28	0,19	5,2
10	FA	56	78*	11,6	2,28	133,63	5,2
11	FAL	67	78*	11,6	2,28	133,63	5,2
12	FAN	22	67	22,6	-8,72	508,95	76,04
13	FAU	56	89*	11,6	13,28	133,63	176,36
14	FP	33	89*	-11,4	13,28	130,87	176,36
15	FR	56	78*	11,6	2,28	133,63	5,2
16	FIR	67	89*	22,6	13,28	508,95	176,36
17	GS	44	89*	-0,4	13,28	0,19	176,36
18	HAR	56	89*	11,6	13,28	133,63	176,36
19	II	44	56	-0,4	-19,72	0,19	388,88
20	IC	44	89*	-0,4	13,28	0,19	176,36
21	IR	33	78*	-11,4	2,28	130,87	5,2
22	IA	44	89*	-0,4	13,28	0,19	176,36
23	IK	56	78*	11,6	2,28	133,63	5,2
24	MAR	56	89*	11,6	13,28	133,63	176,36
25	MA	56	56	11,6	-19,72	133,63	388,88
26	MF	22	56	-22,4	-19,72	503,55	388,88
27	MJN	44	67	-0,4	-8,72	0,19	76,04
28	MRA	22	44	-22,4	-31,72	503,55	1006,16
29	MFA	78*	89*	33,6	13,28	1.126,27	176,36
30	NM	44	67	-0,4	-8,72	0,19	76,04
31	NNS	44	89*	-0,4	13,28	0,19	176,36
32	NSF	44	44	-0,4	-31,72	0,19	1006,16
33	NF	22	78*	-22,4	2,28	503,55	5,2
34	NA	44	89*	-0,4	13,28	0,19	176,36
35	ND	44	89*	-0,4	13,28	0,19	176,36
36	RDD	44	78*	-0,4	2,28	0,19	5,2
37	SAF	44	89*	-0,4	13,28	0,19	176,36
38	SR	22	33	-22,4	-42,72	503,55	1825
39	STE	44	78*	-0,4	2,28	0,19	5,2
40	TI	44	67	-0,4	-8,72	0,19	76,04
41	WD	22	78*	-22,4	2,28	503,55	5,2
42	WID	22	56	-22,4	-19,72	503,55	388,88
43	WR	22	44	-22,4	-31,72	503,55	1006,16
	Total	**1.905**	**3.256**			**8.897,88**	**10.500,01**

After computing the deviation score between pre-test and post-test from experimental group, the writer computed the mean deviation of the students' score that presented as follows:

1) $\bar{x} = \frac{\sum X}{N}$

$\bar{X} = \frac{\sum X}{N}$

$\bar{X} = \frac{1.911}{43} = 44.44$ (pre-test experimental)

2) $\bar{x} = \frac{\sum X}{N}$

$\bar{X} = \frac{\sum X}{N}$

$\bar{X} = \frac{1.911}{43} = 44.44$ (post-test experimental)

Then, after calculating the mean deviation of the experimental group, the writer calculated the sum of the square deviation by using the formula below:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$\Sigma x^2 = 8.897.88 - \frac{(8.897,88)^2}{43}$$

$$\Sigma x^2 = 8.897,88 - \frac{10.500,01}{43}$$

$$\Sigma x^2 = 89886.53 - 10.500,01$$

$$\Sigma x^2 = 6419.47$$

Table 3
The Students' Score Deviation of Pre-test and Post-test of the Control Group

No	Initials	Students' Score		Individual Deviation		Squared Deviation(x^2)	
		Pre(Y1)	Post(Y2)	Pre	Post	Pre	Post
1	AND	44	56	0,84	8,45	0,71	71,4
2	ASF	33	56	-10,16	8,45	103,23	71,4
3	ANI	67*	89*	23,84	41,45	568,35	1718,1
4	AAW	22	56	-21,16	8,45	447,75	71,4
5	BNA	33	44	-10,16	-3,55	103,23	12,6
6	DY	56	56	12,84	8,45	164,87	71,4
7	DNG	44	67	0,84	19,45	0,71	378,3
8	DW	56	56	12,84	8,45	164,87	71,4
9	IRF	44	78*	0,84	30,45	0,71	927,2
10	MIL	56	56	12,84	8,45	164,87	71,4
11	MA	56	78*	12,84	30,45	164,87	927,2
12	MF	33	44	-10,16	-3,55	103,23	12,6
13	MFA	56	78*	12,84	30,45	164,87	927,2
14	MR	22	33	-21,16	-14,55	447,75	211,7
15	MNF	56	56	12,84	8,45	164,87	71,4
16	NA	22	33	-21,16	-14,55	447,75	211,7
17	NIR	44	44	0,84	-3,55	0,71	12,6
18	NR	44	44	0,84	-3,55	0,71	12,6
19	NRA	56	67	12,84	19,45	164,87	378,3
20	NRM	44	44	0,84	-3,55	0,71	12,6
21	NAD	33	33	-10,16	-14,55	103,23	211,7
22	NK	33	33	-10,16	-14,55	103,23	211,7
23	PM	56	56	12,84	8,45	164,87	71,4
24	PN	33	33	-10,16	-14,55	103,23	211,7
25	RY	56	44	12,84	-3,55	164,87	12,6
26	RAH	44	33	0,84	-14,55	0,71	211,7
27	RS	44	44	0,84	-3,55	0,71	12,6
28	RF	22	33	-21,16	-14,55	447,75	211,7
29	RD	56	33	12,84	-14,55	164,87	211,7
30	RF	22	56	-21,16	8,45	447,75	71,4
31	SDI	56	56	12,84	8,45	164,87	71,4
32	SD	44	44	0,84	-3,55	0,71	12,6
33	SR	33	56	-10,16	8,45	103,23	71,4
34	SDE	44	56	0,84	8,45	0,71	71,4
35	SF	56	67	12,84	19,45	164,87	378,3
36	SN	44	44	0,84	-3,55	0,71	12,6
37	SM	44	78*	0,84	30,45	0,71	927,2
38	SJ	33	44	-10,16	-3,55	103,23	12,6
39	SAP	56	78*	12,84	30,45	164,87	927,2
40	SYR	33	33	-10,16	-14,55	103,23	211,7
41	TM	44	67	0,84	19,45	0,71	378,3
42	TB	44	56	0,84	8,45	0,71	71,4
43	ZZ	33	67	-10,16	19,45	103,23	378,3
	Total	**1.851**	**2.279**			**5.992,65**	**11.205,10**

Based on table above, the mean deviation score of pre-test and post-test was

$\bar{x}2 = \frac{\sum X}{N}$ $\bar{x}2 = \frac{\sum X}{N}$

$\bar{X}2 = \frac{\sum X}{N}$ $\bar{X}2 = \frac{\sum X}{N}$

$\bar{X}2 = \frac{1.911}{43} = 43.16$ (pre-test control) $\bar{X}2 = \frac{1.911}{43} = 47.55$ (post- test control)

Then, the writer calculated the sum of the square deviation by using the formula as shown below:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$
$$\Sigma x^2 = 5.992{,}65 - \frac{(5.992{,}65)^2}{43}$$
$$\Sigma x^2 = 5.992{,}65 - \frac{11.205{,}10}{43}$$
$$\Sigma x^2 = 5.992{,}65 - 5.992{,}65$$
$$\Sigma x^2 = 6419.47$$

Based on two table above**,** the writer provided the individual deviation (x) ; also the result of sum deviation squared (Σx^2) of control class. Either pre-test control class -**0,15** and posttest control class **-0,12** has differences. After calculating the individual deviation; the writer continuesing calculated the standard deviation by using the formula below:

$$s = \sqrt{\frac{\sum x^2}{N-1}}$$

1. $s(experimental) = \sqrt{\frac{8.897.88}{43-1}}$ = 14.55

2. $s(experimental) = \sqrt{\frac{8.897.88}{43-1}}$ = 15.81

3. $s(control) = \sqrt{\frac{5.992.46}{43-1}}$ = 11.94

4. $s(control) = \sqrt{\frac{8.897.88}{43-1}}$ = 16.33

After find out the standard deviation score of the experimental class and control class by focusing the result of post-test both of the mean score between. Next, the writer calculated the standard error of differences between means by using.

$$s_{(\overline{X}_e - \overline{X}_c)} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2}$$

$$s_{(\overline{X}_e - \overline{X}_c)} = \sqrt{\left(\frac{10{,}72}{\sqrt{43}}\right)^2 + \left(\frac{13{,}13}{\sqrt{43}}\right)^2}$$

= 6.62

Then, after computing the standard error, the writer obtained the value in order to know the significance difference between the experimental and control group. She used the formula perposed by Hatch and Farhady (1982:111) is as bellow:

$$t_{obs} = \frac{\overline{X}_e - \overline{X}_c}{s_{(\overline{X}_e - \overline{X}_c)}}$$

$$t_{obs} = \frac{81{,}14 - 48{,}84}{6{,}62}$$

$$= 4.88$$

DISCUSSION

In analyzing the data, the writer limited the scope of her research in three elements such as vocabulary, grammar, and mechanics. Based on preliminary research, those problems were faced by the students. First, student's problem is lack of vocabulary. It is difficult for the students to construct and develop their ideas. Second, they do not master the construction of grammatical sentence well. Therefore, they always produce meaningless sentences.

There were some procedures that have been applied in this research to teach descriptive text by using listing technique:

1. Ask students to write down the general topic at the top of paper Write down the general topic is a first step that is important in writing descriptive paragraph by using Listing Technique, if the students can decides their ideas through writing. the students will focus on what they will write about appropriate with their general topic in their writing.
2. Then ask students make a list of every idea that comes into their mind about that topic. Keep the ideas flow. Try to stay on the general topic: however, if they write down information that is completely off the topic, don't worry about it because they can cross it out later. After writing down the general topic, students can starts to make a list of every idea about their topic and let them make it as many as possible they want because they cross some ideas if it is not appropriate with their topic.
3. Use words, phrase, or sentences, and don't worry about spelling or grammar.
4. The last, students can write their descriptive paragraph by using certain ideas that appropriate to their topic.

Next, after listing many ideas, students write the descriptive paragraph based on their topic by using the appropriate ideas.

Table 4
Amount of Meetings and Topic of the Research

No	Meeting	Topic
1	I	PEOPLE
2	II	ANIMAL
3	III	PLACE
4	IV	FOOD
5	V	LIKES
6	VI	TRUE FRIEND
7	VII	BUILDING
8	VIII	WILD ANIMAL

In collecting the data, she only took the students writing test twice in descriptive paragraph. She got the result of (pre_e and $pre_{c)}$ in the same level. The post-test of experimental and control class has significance different in mean score (44.44 and 43.16) the mean score of experimental class was 75.72. It is higher than mean score of control class: 47.55. In conclusion, listing technique is attracting way. It can be seen in the following evidences.

First, related to the result of post-test of experimental class, it was found that the students had some difficulties. Most students got confused to write the correct grammar. On the other hand, the highest frequent error made in writing descriptive paragraph was on confusing of the use of mechanics. Then, it was followed in choosing vocabulary. Based on the result of experimental class in pre-test, the writer was divided in each category as follows: The students who were correct in mechanics was 50.38 %, in vocabulary was 48.06%, and in grammar became the lowest one was 34.88%. Another result of pre-test in control class, it showed that the students got in vocabulary was 52.71%, in mechanics was 44.96%, and in grammar was 31.78%.

Next, the accumulation of the result in post-test, the writer converted the total per each category into percent. The percentage of the students' correct mechanics was 81.39%, vocabulary was 79.16%, and grammar was 66.66%. Meanwhile in control class showed that students got the correct mechanics was 81.39%, in vocabulary was 79.66%, and in grammar was 66.66%.Regarding to the result of pre-test until post-test, the writer conclude that the students could increase their prior skill to be achieved. The writer connected the research based on the previous study. There are two previous studies related to this research which have relevancy in writing area. The first one was from Ermawati Basril (2011) *the contribution of Listing Strategy to Develop Students' writing at second grade of MA Al Munawarah Pekanbaru.* In her research, she found that there is a significant contribution of listing strategy to develop students' ideas at second grade students. The

second research was written by Sitanggang and Ginting (2011) entitled "*Improving Students Achievement in Writing Descriptive Paragraph through Semantic Mapping Technique.* The result of their research shows that using semantics mapping can improve the students' achievement in writing. After seeing two previous researches, the writer compares this research both the previous researches as follows:

First, the writer has similarity in using the Listing techniques. In that research, the research, the writer used listing technique to develop students writing. But in this research, the writer will only focus on the using listing technique toward ability in writing descriptive paragraph.

Second, the writer has the same instrument in collecting data which were pre-test and post-test. The genre of the text used also the same which is descriptive text. The independent variable is also the same which is the sematic mapping and listing technique were included of parts of pre-writing techniques. These two studies are different in choosing the population. In this study the writer chose the eighth grade students as the population previous classroom action research, while the writer conducted her research by applying experimental research. In research finding, the writer believed that implementation of listing technique could develop their skill. Therefore, pre-writing activities such as listing technique can help to assist students in their thinking fluently.

CONCLUSIONS AND SUGGESTIONS

After analyzing the previous data, the writer concludes that the use of listing technique can develop the students' writing skill in writing descriptive paragraph particularly in learning the elements of writing such the paragraph vocabulary, grammar and mechanic. It was proven after conducting the treatment for eight meetings. Firstly, the result showed that using listing technique can develop students' writing skill by looking at the mean score of experimental class' post-test (75.72) and control class' post-test (47.55). It indicated that the writing skill at the eighth grade students of SMPN 3 Palu has developed after getting the treatment. Secondly, there was a significant difference between the mean values of score in the experimental class' post-test and control class' post-test. It was proven that the result of $t_{counted}$ (8.12) was greater than t_{table} (1.99). It means that the research hypothesis was accepted.

Next dealing with the research, the writer has some suggestions in order to develop the English teaching quality, the writer would like to share the suggestions from to students, English teacher, and other writer as belows:

1) The students should be given more exercises and practices concerning with the material. The students can start do not afraid to the grammatical sentences in sharing their ideas in paper. It might make the students be comfortable in doing writing.
2) Then, it is suggested that teachers should more trying pre writing technique as technique which can be used in improving students' skill in writing English descriptive paragraph. The teacher also should make some variation in teaching English.
3) For the readers and the other writers, they should know listing technique can be used not only to improve students writing skill but also to develop other skills or elements in different genres and elements in teaching English.

Furthermore, the writer concludes that listing technique is one of effective techniques that can help the students to improve their writing skill. It was proven by the value of $t_{counted}$ (14.67) is higher than t_{table} (1.99). It means that the writers' hypothesis is accepted. There was also a progress value of the students' mean score from (3.43) in the pre-test to (80.55) in the post-test.

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